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ABSTRACT

These workshop materials are the guidelines Broward County (Florida) has established to carry out the state legislative mandate authorizing school boards to establish educational alternative programs to meet the individual needs and interests of students who are disruptive, unsucessful, or disinterested in the normal school environment. Included are procedures, program designs, forms, and eligibility criteria for student participation. These are specifically spelled out for the alternative education program at the Apollo Middle School. (MLF)

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WORKSHOP II

PREVENTION PROGRAMS & FUNDING

Alternative Education Guidelines
Model Middle School Alternative Education Program

EA 013 018

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FOREWORD

Effective July 1, 1978, the Legislature of the State of Florida enacted legislation authorizing school boards to establish educational alternative programs to meet the individual needs and interests of students who are disruptive, unsuccessful, or disinterested in the normal school environment.

In accordance with Florida Statute 230.2315, corresponding State Board Rule 6A-1.994, and policy 6000.11 of the School Board of Broward County, Florida, Broward County Alternative Education Guidelines have been established for the 1979-80 school year. They include:

I. Eligibility Criteria for Student Participation
II. Procedures
III. Program Designs
IV. Forms

The guidelines have been developed by the Division of Instruction with the cooperation and assistance of elementary, middle, and high school principals and the Superintendent's staff and have been approved by the School Board.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DIVISION OF INSTRUCTIONAL SERVICES

BROWARD COUNTY ALTERNATIVE EDUCATION GUIDELINES: 1979-80

I. ELIGIBILITY CRITERIA FOR STUDENT PARTICIPATION IN ALTERNATIVE EDUCATION PROGRAMS

A student may be eligible for an educational alternative program if the student meets one (1) or more of the criteria prescribed below as determined and documented by grades, achievement test scores, referrals for suspension or other disciplinary action, rate of absences, and anecdotal records.

A. Unsatisfactory academic progress as indicated by the following:

1. Any student who at the beginning of the school year has not mastered 85% of the previous year's grade level minimum basic skills in reading, writing, or mathematics.

2. Any student who at the end of the second reporting period has not achieved 50% of the actual grade level minimum basic skills in reading, writing, or mathematics.

3. Any student who is flagged by the county's standardized testing program as significantly below anticipated achievement in reading, language, or mathematics.

B. Disruptive behavior as indicated by the following:

1. Persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

2. Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom.

3. Disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

C. Disinterested behavior as indicated by the following:

1. A lack of sufficient involvement in the traditional [regular] school program to achieve success because interests, needs or talents are not being addressed.

2. Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

3. Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five (5) days absent during the previous marking period).

4. Serious home and/or personal problems which impede learning as documented by a school official or juvenile justice official. (This criterion may also be utilized in the identification of disruptive students.)

It should be recognized that both regular and exceptional students may be eligible for an educational alternative program. If it is felt that a student has an exceptionality, then procedures for evaluation for exceptionalities should be carried out as outlined in the District Procedures.

II. PROCEDURES

A. Program Placement and Implementation

1. Identification of eligible students and selection of the appropriate alternative program design(s) by the school staff.

2. Notification to parents.

3. Assignment/scheduling of students to the selected program design(s).

4. Periodic evaluation of student progress for continued eligibility.

B. Student Dismissal from Program

1. Evidence of satisfactory student performance in the area where the student was initially deficient.

2. Notification to parents.

C. Recordkeeping and audit trail - See forms A,B,C,D, and E.

A. Individual Student Data

B. Class Roster

C. Annual School Summary

D. Parent Notification

1. Entry
2. Exit

E. Program Approval

AHM:sh
8/27/79

PROGRAM DESIGNS

To serve as a guide for the development of alternatives for students who are identified as unsuccessful, disruptive, or disinterested, six program design options are offered: specialized self-contained courses or classes, periodic pull-out, indoor suspension and crisis intervention centers, community-based programs, schools-within-a-school/mini-schools, and off-campus alternative schools or centers. Each of these options is designed to accommodate the provision of nongraded programs to meet students' individual needs and interests.

1. SPECIALIZED SELF-CONTAINED COURSES OR CLASSES

   To create a more favorable learning environment, during the regular school day, students may be enrolled in specialized courses or assigned to specialized classes which have a reduced student-teacher ratio.

   Such programs may be planned to meet the needs of students who have serious academic deficiencies and for whom remediation is expected to require an extended period of time. They may also be designed to meet the needs and interests of other students whose achievement does not match expectancy and who meet one or more of the criteria for disruptive or disinterested. Possible focuses for such programs include basic skills, career development, survival or coping skills (including consumer, economic, and media literacy), values clarification, and behavior modification.

2. PERIODIC PULL-OUT

   To provide short-term remedial assistance to students who demonstrate unsatisfactory progress in the minimum basic skills and who are significantly below anticipated achievement in reading, language, or mathematics, in- and out-of-class learning centers related to the basic skills may be established.

   Through the in-class learning center, a program in which target students remain in their regularly assigned class but receive remedial assistance individually or in small groups is provided. The regular teacher retains the primary responsibility for instruction, counseling, and evaluation of the target population. Supplemental remedial assistance for target students is provided by another teacher or an aide working under the supervision of the regular teacher.

   Through the out-of-class learning center, resource programs for which students periodically leave their regularly assigned class for remedial assistance designed to reinforce or support the regular class instruction are provided. The regular teacher retains the primary responsibility for instruction, counseling, and evaluation. Desks are reserved in the regular classroom for students in these programs. Generally, students are not expected to participate in programs of this type for extended periods of time.

3. INDOOR SUSPENSION AND CRISIS INTERVENTION CENTERS

To provide temporary intervention measures for students who demonstrate severe behavioral problems which prevent them from functioning effectively in a normal classroom setting, indoor suspension and crisis intervention centers may be established.

Through the indoor suspension center, a program which focuses upon the needs of students who are excessively absent and who meet one or more of the criteria for disruptive may be provided. Conducted in a self-contained setting and closely supervised, such a program features a businesslike atmosphere with uniform rules and expectations. At a minimum, it provides students with assistance in completing required assignments for their regular classes.

Through the crisis intervention center, a program which focuses upon the needs of students who have serious home and/or personal problems which impede learning and who meet one or more of the criteria for disruptive may be provided. Based upon counseling techniques, such a program may involve counselors, peer counselors, occupational specialists, psychologists, and school social workers in its administration and may be coordinated with programs and services provided by community agencies.

4. COMMUNITY-BASED PROGRAMS

To provide experiential learning opportunities for students who are disinterested and, to some degree, unsuccessful or disruptive, community-based programs may be provided. Such programs may include the following:

a. Shadowing

A program through which individual contracts are developed to enable middle and high school students to explore their career interests by spending a day or a portion of a day with an individual engaged in work in business, industry, government, or the professions.

b. Experience-Based Career Education (EBCE)

A semester program through which high school juniors and seniors are provided the opportunity to explore career opportunities through placement at community sites which match their interests and needs. The period of time on site is generally three periods per day for four days per week for three, six, or nine weeks. One day per week those periods are spent at school in EBCE seminar activities related to academic and functional skills. The program is designed to enable students to receive academic credit rather than pay for their experiences; it is not designed to provide them with training in a specific occupational area.

c. Action-Learning

Programs through which middle and high school students are afforded opportunities for learning with individuals and institutions outside the school through involvement in volunteer work (e.g., schools, hospitals, nursing homes, social service agencies, Red Cross), public action activities (e.g., working for a candidate or issue in local elections, organizing local environment cleanup campaigns, making a film about a local social problem, conducting questionnaires on day care centers and zoning laws), and career intern- or assistantships (e.g., working as research assistants in university centers and laboratories, courthouse offices, clinics, and other establishments within business, industry, government, and the professions). Rather than pay, partial or full academic credit may be earned for these experiences.

5. SCHOOLS-WITHIN-A-SCHOOL/MINI-SCHOOLS

To provide a comprehensive learning environment which is distinctly different from the normal school environment, schools-within-a-school, or mini-schools, may be established.

Designed to address the needs and interests of specific groups of students, such schools may focus upon teaching-learning styles - for example, teacher-oriented, student-oriented- and upon specialized areas of educational experiences - for example, basic skills, specific disciplines, career clusters, the arts, the performing arts, ecology and the out-of-doors, urban affairs, business, consumer economics.

6. OFF-CAMPUS ALTERNATIVE SCHOOLS OR CENTERS

To provide specialized learning environments apart from the local school setting, off-campus alternative schools or centers may be established.

Through these schools and centers, programs may be provided to meet the needs of such specific groups of students as the extremely disruptive, the juvenile offender, and the dropout. They should be coordinated with those administered through social service, law enforcement, prosecutorial, and juvenile justice agencies.

Off-campus alternatives may be established by geographic area for the purpose of drawing students from a number of individual schools.

AHM:sh
8/27/79

ODE	ABBREVIATION	COURSE TITLE	GRADE LEVELS	CERTIFICATION
EW PROGRAM:				
lternative Education	1400-1430 (Elementary, Middle and Secondary)			
		NEW COURSES		
400	ALT ED - D	Alternative Education-D Disruptive Students (Includes school based programs designed for the disruptive student; i.e., in-school suspension, crisis intervention, alternative schools or classrooms, etc.)	K-12	ANY FIELD
401	ALT ED - U	Alternative Education-U Unsuccessful/Disinterested Students (Includes alternative education classes in any subject area specifically designed for the unsuccessful or disinterested student; i.e., peer counseling programs, learning centers, dropout centers, performing arts, etc.)	K-12	ANY FIELD
402	ALT ED - O	Alternative Education-O Off Campus (Includes alternative programs contracted with private agencies or coordinated with the Dept. of Health and Rehabilitative Services or other governmental agencies; i.e., halfway houses, juvenile detention centers, etc.)	K-12	ANY FIELD

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ALTERNTATIVE EDUCATION INDIVIDUAL STUDENT DATA (FORM A)

STUDENT NAME _____ GRADE LEVEL _____ SCHOOL _____

PROGRAM DESIGN* _____ REFERRING PERSON _____

DATE ASSIGNED	PROGRAM CLASSIFICATION				DOCUMEN-TATION**	EVALUATION			DOCUMEN-TATION**	DATE OF PROGRAM EX (For stude withdrawn from schoo indicate w drawal cod with date)
	FAILURE TO MEET MINIMUM SKILLS CRITERIA	BELOW ANTICI-PATED ACHIEVE-MENT	DISRUP-TIVE	DISIN-TERESTED		100% of Minimum Skills Mastered	At/Above Antici-pated Achieve-ment	Improvemen in Behavi r, Attitude, or Attendanc e		

*Program Design Code

1 - Specialized Course/Class
2 - Periodic Pull-out
3 - Indoor Suspension/Crisis Intervention Center
4 - Community-Based
5 - School-Within-a School
6 - Off-Campus
7 - Extended Year

**Documentation Code

a - Grades
b - Test Scores
c - Referrals
d - Absentee Rate
e - Anecdotal Records

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ALTERNATIVE EDUCATION CLASS ROSTER (FORM B)

PROGRAM DESIGN _____

NAME	RACE*	SEX		DATE	PROGRAM CLASSIFICATION				EVALUATION			DATE OF PROGRAM EXI
		M	F	ASSIGNED	Failure to Meet Minimum Skills Criteria	Below Anticipated Achievement	Disruptive	Disinterested	100% of Minimum Skills Mastered	At/Above Anticipated Achievement	Improvement in Behavior, Attitude, or Attendance	(For students withdrawn from school, indicate withdrawal code with date)

12

13

* W/NH= White Non-Hispanic B/NH= Black Non-Hispanic H= Hispanic
A/PI= Asian/Pacific Islander AI/AN= American Indian/Alaskan Native

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ALTERNATIVE EDUCATION ANNUAL SCHOOL SUMMARY (FORM C)

SCHOOL NAME _____

		PROGRAM CLASSIFICATION - TOTAL STUDENT ENROLLMENT				PROGRAM DESIGN - TOTAL STUDENT ENROLLMENT							EVALUATION - TOTAL NUMBER OF STUDENTS EXITING PROGRAMS*		
GRADE LEVEL	TOTAL STUDENT ENROLLMENT BY LEVEL	FAILURE TO MEET MINIMUM SKILLS CRITERIA	BELOW ANTICIPATED ACHIEVEMENT	DISRUPTIVE	DISINTERESTED	SPECIALIZED COURSE/ CLASS	PERIODIC PULL-OUT	INDOOR SUSPENSION/ CRISIS INTERVENTION	COMMUNITY-BASED	SCHOOL WITHIN A SCHOOL	OFF-CAMPUS	EXTEND. YEAR	100% OF MINIMUM SKILLS MASTERED	AT OR ABOVE ANTICIPATED ACHIEVEMENT	IMPROVEMENT IN BEHAVIOR, ATTITUDE, OR ATTENDANCE

*Only include students who have successfully met the objectives of their program - not students who have withdrawn from school or been referred to special programs.

ENROLLMENT COMPOSITION BY RACE AND SEX

GRADE LEVEL	W/NH		B/NH		H		A/PI		AI/AN	
	M	F	M	F	M	F	M	F	M	F

W/NH= White Non-Hispanic

B/NH= Black Non-Hispanic

H= Hispanic

A/PI= Asian/Pacific Islander

AI/AN= American Indian/Alaskan Native

(Form D-1)

SAMPLE

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DATE_____

Dear Parent(s):

So that we may better provide a program to meet the individual student's needs and interests, _____ has been placed into an alternative program designed to improve academic progress or behavior for the reason checked (✓) below.
Student's Name

1. Academic progress.

   ____ At the beginning of the school year has not mastered 85% of the previous year's grade level minimum basic skills in reading, writing, or mathematics.

   ____ At the end of the second reporting period has not achieved 50% of the actual grade level minimum basic skills in reading, writing, or mathematics.

   ____ Is identified by the county's standardized testing program as significantly below anticipated achievement in reading, language, or mathematics.

2. Behavior.

   ____ Displays persistent, disruptive behavior which interferes with self-learning, learning of other students, and/or which threatens the welfare of self or other students, and which requires attention and assistance beyond that which the regular program can provide.

   ____ Displays lack of sufficient involvement in the traditional school program to achieve success because interests, needs, or talents are not being addressed.

When the student has improved sufficiently to participate in the regular program, you will again be notified.

If you would like to have a conference pertaining to this placement, please call the school's office so that a date can be scheduled.

School _____

Principal's Signature _____

White Copy - Parent

Yellow Copy - School

(Form D-2)

SAMPLE

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DATE_____

Dear Parent(s):

Through involvement in the alternative program, _____ has
Student's Name
successfully completed the objectives checked (✓) below and will again be participating in the regular program.

_____1. Mastery of 100 percent of the minimum basic skills.

_____2. At or above anticipated achievement.

_____3. Improvement in behavior, attitude, or attendance.

Your cooperation and support in ensuring the student's continued success will be greatly appreciated.

If you would like to have a conference pertaining to the student's placement in the regular program, please call the school's office so that a date can be scheduled.

School_____

Principal's Signature_____

White Copy - Parent

Yellow Copy - School

(Form E)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ALTERNATIVE EDUCATION PROGRAM APPROVAL

SCHOOL _____ YEAR _____

In accordance with Florida Statute 230.2315, State Board Rule 6A-1.994, Board Policy 6000.11, and Broward County Alternative Education Guidelines established by the Division of Instruction, positive alternative education programs have been designed to meet the needs and interests of students who have been identified as unsuccessful, disruptive, or disinterested. And provisions have been made for maintaining adequate student records.

Student target groups, grade levels, and corresponding program designs are indicated below.

TARGET GROUP	GRADE LEVELS	PROGRAM DESIGN (Check (✓) as appropriate)						
		SPEC. COURSE, CLASS	PERIODIC PULL-OUT	INDOOR SUSP./ CRISIS INT.	COMM. BASED	SCH.-WITHIN-SCH.	OFF-CAMPUS	EXTENDED YEAR
FAILURE TO MEET MINIMUM SKILLS CRITERIA								
BELOW ANTICIPATED ACHIEVEMENT								
DISRUPTIVE								
DISINTERESTED								

A brief statement of what is planned with each program design is attached.

Submitted by:

_____
Principal

Approved by:

_____
Area Superintendent

_____
Division of Instruction Designee

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DIVISION OF INSTRUCTIONAL SERVICES

BROWARD COUNTY ALTERNATIVE EDUCATION GUIDELINES: 1979-80

ADDENDUM: Eligibility Criteria for Kindergarten Student Participation

The following have been identified as criteria to utilize in placing kindergarten students in alternative education programs during the 1979/80 school year.

1. Any student who was retained in kindergarten at the end of the 1978/79 year.

2. Any kindergarten student who has participated in the Early Intervention Screening Process and has been flagged in at least two (2) areas, one (1) of which is academic.

   Schools whose screening is not scheduled until some time later in the school year may elect to:

   a. Have kindergarten students whom they consider potential candidates for an educational alternative participate in the screening scheduled for another school.

   b. Have the Primary Specialist in their schools administer the instruments utilized in the academic component of the screening process to kindergarten students whom they consider potential candidates for an educational alternative.

      Information regarding these instruments may be obtained by contacting the Early Intervention Team Leader for the school.

3. Any kindergarten student who at the end of the second reporting period has not achieved 50% of the actual grade level minimum basic skills in reading, writing, or mathematics.

4. Any kindergarten student who meets one or more of the criteria for disruptive or disinterested behavior as set forth in the Broward County Alternative Education Guidelines: 1979/80 as documented by data compiled during the first semester: e.g., referrals, anecdotal records, grades.

5. Parents shall be notified of placement of the student in the program. A conference shall be scheduled if requested by the parents. The parents may request a review by the Area Superintendent if they are not satisfied with the action at the school level.

AHM:sh
10/23/79

APOLLO MIDDLE SCHOOL

ALTERNATIVE EDUCATION

1979-80

APOLLO MIDDLE SCHOOL

ALTERNATIVE EDUCATION

1979-80

I. ELIGIBILITY CRITERIA FOR STUDENT PARTICIPATION IN ALTERNATIVE EDUCATION PROGRAMS

A student may be eligible for an educational alternative program if the student meets one or more of the criteria prescribed below as determined and documented by grades, achievement test scores, referrals for suspension or other disciplinary action, rate of absences, and anecodotal records.

A. A.E.P. I - A short term internal suspension program designed to place students who exhibit:

1. Disruptive behavior
   a. Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school, either in or out of the classroom.
   b. Distruptive behavior which severely threatens the general welfare of the students or other members of the school population.
   c. Involved in a series of minor infractions of rules leading to an exhaustion of all alternatives but internal suspension.

2. Excessive excused absences which retard the student's progress. The classroom teacher has provided opportunity for student to complete the work as mandated by the county policy (Policy 5.2, page 10, Student Conduct Code), however, more individual help is needed.

3. Truancy

4. Psychological testing pending.

B. A.E.P. II

1. Unsatisfactory academic progress as indicated by the following:
   a. Any student who at the beginning of the school year has not mastered 85% of the previous year's grade level minimum basic skills in reading, writing, or mathematics.
   b. Any student who at the end of the second reporting period has not achieved 50% of the actual grade level minimum basic skills in reading, writing, or mathematics.
   c. Any student who is flagged by the county's standardized testing program as significantly below anticipated achievement in reading, language, or mathematics.

C. A.E.P. III - A program designed to deal with students on an extended basis, indefinite time limit. Criteria for placement:

1. Disruptive behavior
   a. Persistent behavior which interfers with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

C. A.E.P. III (continued)

2. Disinterested behavior as indicated by the following:
   a. A lack of sufficient involvement in the traditional school program to achieve success because interests, needs or talents are not being addressed.
   b. Serious home/and or personal problems which impede learning as documented by a school official or juvenile justice official.
   c. Chronic truancy due to personal and/or home problems.
3. Psychological testing pending.

II. PROCEDURES

A. A.E.P. I

1. Staff members may refer students to A.E.P. I by filling out a discipline referral. Include all pretinent information (see eligibility criteria.)
2. Completed referrals are to be sent to an administrator for processing.*
3. If the student is placed in A.E.P. I, his teachers will receive an assignment request form. It is to be completed promptly and returned directly to the A.E.P. I Teacher.
   *A disposition form will be returned to the person making the referral.
4. Questions concerning student placement should be directed to the administrator handling the referral.
5. Upon the student's release from A.E.P. I, his teachers will receive a written evaluation of the student.

B. A.E.P. II

1. Staff members may refer students to A.E.P. II by filling out an A.E.P. II referral form. Include all pertinent information (see eligibility criteria.)
2. Completed referral is to be sent to the appropriate department chairman for processing.
3. If the student is approved for A.E.P. II, contact will be made by the program teacher and an appropriate prescription will be outlined by both teachers before placement.
4. Periodic evaluation of the student's progress will be made to verify continued eligibility.
5. Evidence of satisfactory student performance in the area of deficiency will be provided before a student is returned to the mainstream.

C. A.E.P. III

1. Staff members who wish to refer students for placement in A.E.P. III are to confer with guidance. Be prepared to present pertinent information as needed to comply with eligibility criteria.
2. If a student is placed in A.E.P. III, his teachers will receive an assignment request form. It is to be completed promptly and returned directly to the A.E.P. III teacher.
3. Questions concerning student placement should be directed to the assistant principal.
4. *Parent notification and involvement is an integral part of A.E.P. I ~~and II~~. The contract will be used in A.E.P. ~~I-III~~ and letters of placement and dismissal will be used in A.E.P. II. Conferences are essential to ~~both~~ All programs.

APOLLO MIDDLE SCHOOL

ALTERNATIVE EDUCATION

1979-80

ADDENDUM TO ALTERNATIVE EDUCATION PROGRAMS ELIGIBILITY CRITERIA

Criteria for placement in Science and Social Studies for A.E.P. II

1. Any student who is significantly below achievement in science, social studies and reading as determined by the county testing program.

2. Any student who has been retained and is presently failing science or social studies.

3. Procedures for placement and exit are to be consistent with those of other departments.

APOLLO MIDDLE SCHOOL

ADMINISTRATIVE PROCEDURE FOR A.E.P. #1 PLACEMENT

Truancy and discipline problems leading to internal suspension will be handled by the administrators. All A.E.P. #1 referrals should be handled through the following procedures:

A. Truancy and Discipline Problems

1. Teachers should fill out a discipline referral for truancy or discipline problems. Pertinent information should be included.

2. Administrators will then screen referral and decide if A.E.P. #1 placement is appropriate.

B. Administrative Procedure for Placement

1. Make a copy of the referral and send to A.E. P. #1 teacher.

2. Write the date for A.E.P. #1 placement on the inside of the discipline folder. This will keep you informed of prior action.

3. Fill out the six (6) assignment requests for the student's teachers and place in the appropriate mailboxes.

4. Send home a student contract with the student. Tell the student to return it to the A.E.P. #1 teacher on his/her first day of placement.

AEP I & III FORMS

APOLLO MIDDLE SCHOOL

ALTERNATIVE EDUCATION PROGRAM #1 & #3

STUDENT CONTRACT

I, _____, agree to abide by the following procedures set up by the A.E.P. I understand that if my participation in this program is to be successful it is my responsibility to follow all rules and guidelines.

1. I will report to the A.E.P. promptly.
2. I will complete all assignments and bring the necessary class materials.
3. I will conduct myself in a businesslike manner at all times.
4. I will cooperate at all times.
5. I understand that I am responsible for my own progress and will be evaluated by my teacher.

It is my understanding that I am to uphold this contract to the best of my ability, failure to do so will result in disciplinary action by the school administration.

_____
(student)

_____
(parent)

Witnessed by: _____

Date: _____ _____

Parent note: It is your responsibility to notify the Apollo Middle School office (981-5450) if your child is ill or will be absent from the program.

APOLLO MIDDLE SCHOOL

ALTERNATIVE EDUCATION PROGRAM #1 & #3

STUDENT EVALUATION

Name:_____ Team:_____ Date:_____

PLEASE ANSWER THE FOLLOWING QUESTIONS HONESTLY:

1. Do you feel that A.E.P. #1 helped you? Yes_____ No_____

2. Did the teachers in A.E.P. #1 help you when you were working on your assignments?

   Yes_____ No_____ Some of them_____

3. How do you feel A.E.P. #1 helped you when you returned to regular classes?

   Doing my work: None_____ Some_____ A lot_____

   Trying harder: None_____ Some_____ A lot_____

   Behaving in all my classes: None_____ Some_____ A lot_____

   Attending all my classes: None_____ Some_____ A lot_____

4. Would you like to return to A.E.P. #1: Yes_____ No_____

   Why or why not?_____

   _____

5. Is the work in your classes too hard for you?

   Yes_____ No_____ Sometimes_____

APOLLO MIDDLE SCHOOL

Week of: _____ Name: _____

A. E. P. DAILY ANECDOTALS

DAYS	1st - 4th	5th	6th
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

28

28
29

ALTERNATIVE EDUCATION BEHAVIORAL CHECKLIST

STUDENT _____ PROGRAM _____ GRADE _____

WEEK OF _____ TEACHER _____

BEHAVIOR	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Was I on time for class?										
Did I have my own pencil and paper?										
Did I listen and follow directions?										
Did I use my time wisely?										
Was I considerate of my classmates and teacher?										
Did I raise my hand to speak or ask a question?										
Did I stay in my seat unless I had permission to move?										

TEACHER'S COMMENTS:

PARENT'S COMMENTS:

SIGNATURE _____

APOLLO MIDDLE SCHOOL

WORK REQUEST FOR A.E.P. 1

TEACHER_____ SUBJECT_____

_____ has been placed in A.E.P. 1 from _____
(name of student) (date)

to _____. Assignments for these dates are to be given to Miss Mastronardi (Choral
(date)
Room) promptly. Assignments will be returned to you upon completion for your evaluation.

Thank you!

_____
(Administrator assigning student)

APOLLO MIDDLE SCHOOL

WORK REQUEST FOR A.E.P. 3

TEACHER _____ SUBJECT _____

_____ has been placed in A.E.P. 3 from _____
(name of student) (date)

to _____. Assignments for these dates are to be given to Miss Stonebraker (PT. 2
(date)
promptly. Assignments will be returned to you upon completion for your evaluation.

Thank you!

_____
(Administrator assigning student)

APOLLO MIDDLE SCHOOL

A. E. P. GRADES

To:_____ Date:_____

From:_____

The following grades have been earned by _____ during his/her stay in A.E.P. All work must be kept in the A.E.P. folder. Please record the following grades:

APOLLO MIDDLE SCHOOL

A.E.P. - STUDENTS PRESENT Date: _____

Name	Grade

A.E.P. #1 Recommendation for

_____.

☐ A. E. P #2

☐ Testing

☐ Return to Regular Classes

Comments_____

_____

_____

_____

Date_____

AEP II FORMS

APOLLO MIDDLE SCHOOL

REFERRAL FORM

AEP 2

Student's Name_____ Period & Grade_____

Referred by_____ Subject_____

Reason for referral (check one or more)

_____Failure to meet minimum skills

_____Disinterested

_____Other (Please specify)_____

Test scores on CTBS:

Reading_____ Language_____

Math_____ Overall_____

Attach PPP check list (copy) if appropriate.

We would appreciate your taking a few moments to better familiarize us with this student's performance in class. The following questions may serve as a guide for your comments. BE SPECIFIC.

1. What are the student's strengths?

2. What are the student's weaknesses?

3. What are your primary concerns about the student?

4. Other comments.

Request received by Department Chairman_____
(date) (signature)

Placement approved_____ Denied_____

_____
(Mrs. Leopold)

(Form D-1)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DATE _____

Dear Parent(s):

So that we may better provide a program to meet the individual student's needs and interests, _____ has been placed into an alternative
Student's Name
program designed to improve academic progress or behavior for the reason checked (✓) below.

1. Academic progress.

_____ At the beginning of the school year has not mastered 85% of the previous year's grade level minimum basic skills in reading, writing, or mathematics.

_____ At the end of the second reporting period has not achieved 50% of the actual grade level minimum basic skills in reading, writing, or mathematics.

_____ Is identified by the county's standardized testing program as significantly below anticipated achievement in reading, language, or mathematics.

2. Behavior.

_____ Displays persistent, disruptive behavior which interferes with self-learning, learning of other students, and/or which threatens the welfare of self or other students, and which requires attention and assistance beyond that which the regular program can provide.

_____ Displays lack of sufficient involvement in the traditional school program to achieve success because interests, needs, or talents are not being addressed.

When the student has improved sufficiently to participate in the regular program, you will again be notified.

If you would like to have a conference pertaining to this placement, please call the school's office so that a date can be scheduled.

School _____

Principal's Signature _____

White Copy - Parent

Yellow Copy - School

Equal Opportunity Employer, Using Affirmative Action Guidelines

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

APOLLO MIDDLE SCHOOL
Erma J. Cauley, Principal
6800 Arthur Street
Hollywood, Florida 33024
305/981 5450

Date_____

Dear Parent(s):

So that we may better provide a program to meet the individual student's needs and interests, _____ has been placed into an alternative
(student's name)
program designed to improve academic progress or behavior for the reason checked (X) below.

1. Academic progress

_____ Is identified by the county's standardized testing program as significantly below anticipated achievement in reading, social studies, or science.

_____ Teacher observation has identified this student as being unable to function adequately in the use of the standard textbook and/or other written material

2. Behavior

_____ Displays lack of sufficient involvement in the traditional school program to achieve success because interests, needs, or talents are not being addressed.

When the student has improved sufficiently to participate in the regular program, you will again be notified.

If you would like to have a conference pertaining to this placement, please call the school's office so that a date can be scheduled.

School Apollo Middle School

Principal's Signature Erma J. Cauley

Equal Opportunity Employer, Using Affirmative Action Guidelines

(Form D-2)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DATE _____

Dear Parent(s):

Through involvement in the alternative program, _____ has
Student's Name
successfully completed the objectives checked (✓) below and will again be participating in the regular program.

____1. Mastery of 100 percent of the minimum basic skills.

____2. At or above anticipated achievement.

____3. Improvement in behavior, attitude, or attendance.

Your cooperation and support in ensuring the student's continued success will be greatly appreciated.

If you would like to have a conference pertaining to the student's placement in the regular program, please call the school's office so that a date can be scheduled.

School _____

Principal's Signature _____

White Copy - Parent

Yellow Copy - School

2801C

Equal Opportunity Employer, Using Affirmative Action Guidelines

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ALTERNATIVE EDUCATION INDIVIDUAL STUDENT DATA (FORM A)

STUDENT NAME _____ GRADE LEVEL_____ SCHOOL _____

PROGRAM DESIGN* _____ REFERRING PERSON _____

DATE ASSIGNED	PROGRAM CLASSIFICATION				DOCUMENTATION**	EVALUATION			DOCUMENTATION**	DATE OF PROGRAM EXIT (For student withdrawn from school, indicate withdrawal code with date)
	FAILURE TO MEET MINIMUM SKILLS CRITERIA	BELOW ANTICIPATED ACHIEVEMENT	DISTRUPTIVE	DISINTERESTED		100% of Minimum Skills Mastered	At/Above Anticipated Achievement	Improvement in Behavior, Attitude, or Attendance		

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43

*Program Design Code
1 - Specialized Course/Class
2 - Periodic Pull-out
3 - Indoor Suspension/Crisis Intervention Center
4 - Community-Based
5 - School-Within-a School
6 - Off-campus
7 - Extended Year

**Documentation Code
a - Grades
b - Test Scores
c - Referrals
d - Absentee Rate
e - Anecdotal Records

White Copy - Administration / Yellow Copy - Teacher / Pink Copy - Student File